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ABSTRACT

Rough Rock Demonstration School, serving 500 K-12 students on the Navajo Reservation, began its 4-year basic skills program in 1980 with emphasis on math and reading. The project called for impacting K-12 by the 4th year, with target grades for the first year being 1, 5, and 9, thus reaching primary, middle, and high school areas simultaneously. At the end of 1981 major process and product objectives were met, but the 1980-81 behavioral objectives were not achieved due to a combination of factors (primarily late implementation of the program). Administration and staff were supportive of the project. Spring/81 California Achievement Test (CAT) scores reflected their historic problem of extremely low scores. While many of the students surveyed had positive attitudes about learning, school, friends, and family, areas were identified where unfavorable student attitudes surfaced. Inservice programs were well received and served a useful function. Overall results for this initial year indicated that the project was successful and had definite potential for serving as a model for other Native American populations. The document contains descriptions of the four major constructs of the Rough Rock approach, monitoring activities, project evaluation design, objectives, accomplishments, CAT and survey results, inservice training, conclusions, recommendations, and commendations. (BRR)

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ROUGH ROCK DEMONSTRATION SCHOOL BASIC SKILLS IMPROVEMENT PROJECT

- FINAL REPORT -

AUGUST 1981

RC 013247

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Rough Rock Demonstration School

Basic Skills Improvement Program

Final Report

July, 1981

I. INTRODUCTION

The Rough Rock Demonstration School is an Indian contract site located in the northeastern part of Arizona on the Navajo Indian Reservation. During the 1980-81 school year, there were three (3) separate schools (the primary, intermediate and high school), which served nearly 500 pre-kindergarten through twelfth grade students.

Rough Rock is classified as a Demonstration School and has been acknowledged for its creative, innovative programs, and novel methods of instruction, designed to better meet the unique needs of its many bilingual/bicultural students.

One area where the Rough Rock staff has experienced frustration has been in Basic Skills. The critical Basic Skills needs of the Rough Rock students persist, and efforts to make educationally significant academic impact have fallen short of expectations.

In response to this recognized need, the Rough Rock staff recently began a renewed thrust to mount a coordinated effort to address the Basic Skills areas of Reading, Speaking, Writing, and Mathematics.

As they were launching the new approach, the United States Office of Education announced plans to earmark thirty-five million dollars for school districts around the nation to develop and install their own Basic Skills Programs. The

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long-range purpose of these funds is to have the best of these programs become "Demonstration Sites" which can become models for other interested educators to replicate or adapt for their own setting.

As Rough Rock was already moving in this direction, the staff and school board took the opportunity to submit a Basic Skills Improvement Program to the U. S. Office of Education in February of 1980. Their proposal was subsequently funded to begin operation in August of 1980. (It is one of about 160 Basic Skills Programs awarded funding in 41 states.)

It should be noted that according to the Rough Rock Basic Skills proposal, it will take four (4) years to fully implement their plan, with each year cumulatively building on the success of the previous year.

This Final Evaluation Report will primarily concern itself with the major findings resulting from the initial 1980-81 project year for the Rough Rock Basic Skills Improvement Program.

Brief Description of Program for 1980-81

According to the Project Administrators, "Basic Skills" in the Rough Rock model does not simply mean a project for remedial students. It means attention to subject areas that are considered to be essential and basic to all other areas of learning. The project is most interested in developing skills in the areas of Math, Reading, with evaluation being most focused on progress in math and reading. Although the

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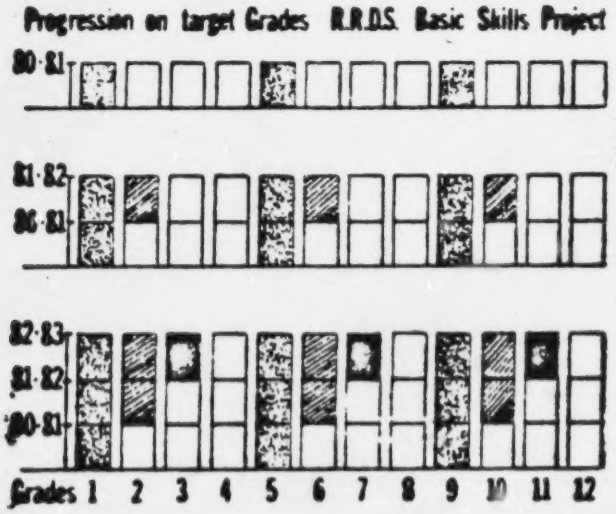
project plans to directly impact all grades K-12 by the fourth year, the target grades for this first year were to be grades 1, 5 and 9, which would make it possible to begin impacting the primary, middle and high school simultaneously.

The chart below outlines the grade level implementation plan for the three-year period from 1980-81 to 1982-83:



(The blank areas of the chart, grades 4, 8 and 12, are to be the target grades for the fourth and final funding year for this project.)

The program is being designed to be a comprehensive, coordinated district effort and will not be simply an "add on" to what exists.

The Four Major "Constructs" (Components) of the Rough Rock Approach

The Rough Rock Program will keep the following four components in the forefront of their planning as the program evolves over the grant period:

(1) OPPORTUNITY - an increase in student time spent on basics

(2) MOTIVATORS - improve attitudes and self-image of the students; stimulate and reinforce learning

(3) STRUCTURE - flexible grouping, sequenced curriculum, concept mastery and drill

(4) INSTRUCTIONAL EVENTS - Focus on Basics; instructional interactions, manipulatives, and applications of basics to "real world" of students.

To help staff to improve student learning in the basics, high quality inservice training is to be offered where teachers and administrators will become familiar with special programs and techniques that have been proven effective with students.

Also, the project employs a bilingual instructional assistant at each of the three schools to work with teachers and students.

1980-81 Project Staff

Project Director . . . . . Marc Mannes

Project Coordinator . . . . . Mark Sorenson

Primary Instructional Assistant. Kathy White

Intermediate Instructional Assistant . . . Dorothy D. Yazzie

High School Instructional Assistant . . . Patricia Denny

Project Secretary . . . . . Mary Williams

II. 1980-81 PROJECT GOAL AND OBJECTIVES

The goal of the project as stated in the proposal is as follows:

"To develop and provide a Basic Skills Improvement Program at Rough Rock and to see that Basic Skills instruction becomes a cornerstone of the Rough Rock curriculum". Major process, behavioral, and product objectives for project year 1980-81 are presented in Section IV of this report, along with the Rough Rock project accomplishments to date for all major objectives.

III. EVALUATION ACTIVITIES

Implementation of Evaluation Plan

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This section of the report summarizes the evaluation instrument development, evaluation activities, and monitoring activities for the initial 1980-81 project year.

All evaluation instruments to be used in the evaluation of the Rough Rock Basic Skills Improvement Program (with the exception of achievement tests) have been developed by the external evaluator and project administration. The following forms were developed and approved for use by the project for 1980-81:

Student Attitude Survey	(for grades K-3)
Student Attitude Survey	(for grades 4-8)
Student Attitude Survey	(for grades 9-12)
Inservice Training Evaluation Form	(staff)

With the exception of the Student Attitude Survey for the middle grades where lack of teaching staff support resulted in an unreliably small sample the appropriate instruments were administered to project staff and students at the target grade levels in the fall/winter of 1980. The results have been analyzed for the year, and will also be used as baseline data for subsequent project years.

All 1980-81 evaluation data gleaned from the above-named instruments has been summarized and included in the "EVALUATION FINDINGS" sections of this report.

Academic achievement test results were coolected by the Rough Rock District and analyzed by the project evaluator for students at the target grade levels where the staff had been trained and project treatment initiated.

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In an effort to establish target student academic levels in Reading, Language, and Mathematics, prior to project implementation, available CTBS (California Test of Basic Skills) test results from 1979 and 1980 were inspected and analyzed by the project evaluator. The individual student results were converted to NCE's (Normal Curve Equivalents) so that they could be statistically compared to the most recent spring 1981 CAT California Achievement Test) results for target students.

The data collection for this first year of the project ran into several difficulties. Because the project did not get fully underway until January, it was difficult to establish adequate pre test data. The California Achievement Test was selected to test student achievement in all target grades in order to compare scores of the students in Rough Rock Basic Skills Project with those of students throughout the state. Since Rough Rock was already committed to utilizing the CTBS for the general student population, Rough Rock Basic Skills Project ended up with results from two different achievement tests. Finally, because this was the first year of a steadily expanding four-year project, and because there were unforeseen staffing changes among cooperating teachers, the resulting samples sizes were very small. It became apparent that any meaningful statistical comparisons for this particular data would be heavily suspect as a result of these factors.

Since actual teacher implementation of the project did not begin until midway through the school year, it was decided by the evaluator and the project administrators to use the latest spring 1981 CAT results as the baseline data for the project and to continue monitoring student academic growth on

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the CAT tests each year. The target grade level spring 81 CAT results are therefore presented in the "EVALUATION FINDINGS" section of this report as baseline data.

NOTE: The problems encountered in matching pre to post student scores and collecting sufficient data have alerted the evaluator and the project administration of the need to place a high priority on achievement data collection for the immediate future. It may be necessary to conduct both fall and spring CAT testing for target students next year to better determine project impact on reading, language and math progress.

Monitoring Activities

Two (2) on-site external monitoring visits were planned for the Rough Rock Basic Skills Improvement Project. The first of these monitoring visits were conducted on February 5, 1981 by Dr. L. Leon Webb, the external evaluator. During this visit Dr. Webb met with project administrators, reviewed the implementation overview, and visited target project classrooms at all three schools. The classroom visits were unannounced and provided realistic observables for the evaluator. Both students and teachers observed were questioned by the evaluator in each case and although teachers had only about two months to note impact (initial training was conducted in November/December) of the math and language inservice programs they were implementing. In both groups comments were very favorable. In the lower target grades staff claimed oral expression and self confidence were improving, and in the high school, student attitude and attention to instructional tasks were more evident according to secondary teachers and aides. A formal monitoring report was submitted in writing to the project soon after the visit, with observations and recommendations, and is on file at the district.

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The second external monitoring visit occurred on May 15, 1981. During this visit the external evaluator was updated on the project and made aware of minor modifications in the program. A large porition of the visit was spent providing technical assistance for executing the formal evaluation plan. Dr. Webb also viewed a project-developed filmstrip showing implementation of the Rough Rock Basic Skills Program, and he discussed dissemination strategies with project administrators.

Also reviewed by Dr. Webb was a pilot instructional tape for primary grade youngsters which combined basic skills with cultural music and activities. Dr. Webb was impressed with this tape and felt it would be motivational, educational, and cultural for the students. A verbal report was provided by the evaluator following this visit.

Project Evaluation Design (Revised 1981)

The original evaluation design included in the proposal has been modified to reflect more specifically the areas being evaluated during the 1980-81 project year. The evaluation design outlined in Figure 1 has been implemented accordingly with the exception of this achievement data component where statistical factors and data collection problems caused results from 1980 to be inappropriate for project use. As explained previously, CAT results will be monitored begining with spring 1981.

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Figure 1

1980-81
ROUGH ROCK BASIC SKILLS PROJECT
EVALUATION DESIGN

AREA BEING EVALUATED	GROUP	TEST OR INSTRUMENT	GRADE LEVEL(S)*	MODE OF TESTING	MODE OF DATA ANALYSIS	
Achievement - Reading	All participating students	California Achievement Test - Total Reading	1, 4, 5, 6, 9	Pre-Post	Spring (80) to Spring (81) Comparison or scores - T-test	**
Achievement - Mathematics	All participating students	California Achievement Test - Total Math	1, 5, 9	Pre-Post	Spring (80) to Spring (81) Comparison of scores - T-test	**
Student Attitudes and Pride in Cultural Heritage	All participating students	Student Attitude/ Heritage Survey - Project developed	1, 6, 9	Pre-Post	Pre (Oct. 1980) Post(Oct. 1981) Comparison of descriptive statistics	
Inservice Effectiveness	All participating staff	Inservice Evaluation Instrument - Project Developed	-	Evaluation of each inservice	Compilation of descriptive data	
Program Implementation	All participating classroom	-	-	Two on-site monitoring visits by external evaluator	Narrative report of findings and recommendations	

*All students at each grade level are not participating in the Basic Skill Project.

**Project will use spring/81 CAT results as baseline data and continue monitoring of CAT results each year for target students. They will consider both fall and spring testing if feasible.

IV. EVALUATION AND MONITORING FINDINGS

This section of the Final Report will deal with the findings of the external evaluator as a result of on-site monitoring visits, discussions with project administrators and project staff, and review of all pertinent evaluation information collected during the 1980-81 phase of the evaluation. Program progress will be reviewed for each set of major objectives (Process, Behavioral, and Product) listed in the Rough Rock Basic Skills Improvement project proposal with "Accomplishment for 1980-81" being reported.

Findings from all project surveys and relevant academic achievement test results will be reported in this section as well.

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Major Objectives with Accomplishments for 1980-81

The Rough Rock Basic Skills Program contains three types of objectives: (1) process objectives, (2) behavioral objectives, and (3) product objectives.

A. Process Objectives

Operational Objectives for 1980-81

1. To engage in essential administrative duties so that the Rough Rock Basic Skills Program can begin operation.

2. To establish a communication network allowing for regular information sharing among staff participants in the program.

3. To engage in activities allowing the coordination of the Rough Rock Basic Skills Program with federal, state, and local activities.

4. To engage in procedures allowing for thorough evaluation of the project so that successful practices can be identified and continued.

Accomplishment for 1980-81

The Rough Rock Basic Skills Program first hired Mr. Marc Mannes as the Project Director and Mr. Mark Sorenson as Project Coordinator. An office was established on the campus of the Rough Rock Elementary School and a secretary was hired to carry out needed secretarial functions.

During the spring 1981, the Rough Rock Basic Skills Project staff published their first newsletter. This newsletter featured specific project activities that participating teachers were involved in. It especially featured articles designed to provide positive reinforcement for those teachers who were implementing the program concepts. The newsletter was distributed to all Rough

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Rock staff and has resulted in much positive feedback about the program. It will be published quarterly in the future. A copy of the newsletter is included in the Appendices.

The project coordinator has served as a liaison person among the local, state, and federal constituents. Project staff have attended local board meetings to report on project activities. State Department of Education liaison has been maintained with the Basic Skills Office and project staff have maintained communication with the U. S. Department of Education officials assigned to work with this project.

The Rough Rock Basic Skills project entered into a contract with Educational Evaluation Systems, Inc. of Mesa, Arizona, to provide needed evaluation services. The evaluation services provided have resulted in improvement of the program, as a result of feedback from the program evaluator, Dr. L. Leon Webb, and have resulted in documentation of the project accomplishments made to date.

The ECRI and COMP sequence of skills have served as a basis for establishing a Rough Rock basic skills sequence of skills for reading and math. Refinement of these skills will continue as the project progresses.

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Service Objectives for 1980-81

1. To provide services whereby students attending the Rough Rock schools will have greater opportunity to receive instruction in the basic skills.

2. To provide services whereby the Basic Skills Program staff and teachers as well as teacher aides engaged in instruction in basic skill areas will be able to support and enrich the increased opportunities made available to students.

3. To create an environment wherein student motivation for achievement in the basic skills will be reinforced.

4. To provide Basic Skills Program staff, teachers engaged in instruction in the basic skills, and other teaching and nonteaching staff with an appreciation of how important motivational issues are to basic skills achievement.

5. To develop a basic skills curriculum in a structured, systematic, and developmental fashion.

6. To provide additional and strengthened instructional events for Rough Rock students in the basic skills areas.

7. To increase the impact and effectiveness of instructional events in the basic skills for students by providing essential staff support.

Accomplishment for 1980-81

The RRBSP has provided a wide variety of inservice training to participating teachers and aides. The formal adoption of two National Diffusion Network programs has provided the bulk of the inservice. Adoption of the

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Exemplary Center for Reading Instruction program has provided a systematic and useable format for teaching reading to Navajo students. The initial training for the ECRI project was provided in late fall 1980. The COMP mathematics program also has provided an organized and coordinated system for teaching mathematics to Rough Rock students. Both programs have provided useful instructional materials as well. The change in classroom atmosphere brought about by the "positive approach to instruction" especially promoted by the ECRI program is very evident in classrooms of most participating teachers. Students are "at task" most of the time, and a positive learning atmosphere is evident. Administrative training has also been provided by project staff. Mr. Mark Sorenson has become a certified trainer for the COMP program and Ms. Patricia Denny became a certified trainer for the ECRI program. This will allow him to provide greater follow-up services to participating teachers.

Special emphasis is placed on motivational techniques which can be used to teach math and reading. These techniques appear to be producing results. 1981-82 achievement results should show great gains because of the instructional approaches being used.

Mark Sorenson, Project Coordinator, has served as a demonstration teacher for the motivational techniques used. His positive attitudes with teachers, aides and other program staff is very evident when visiting the program.

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B. Behavioral Objectives for 1980-81

1. Comparing test scores on the California Test of Basic Skills (CBTS) administered in the beginning and at the end of each school year will reveal that 80% of the elementary population has achieved one (1) year of growth.

2. Comparing test scores on the California Test of Basic Skills (CTBS) administered in the beginning and at the end of the school year will reveal that 80% of the middle school and high school populations have achieved a year and a half of growth.

3. In the first year of the development of our criterion referenced, basic skills curriculum, 60% of our students in the first, sixth, and ninth grades will attain 70% of their grade's learning objectives.

4. In the first year of the development of our criterion referenced, basic skills curriculum, the remaining 40% of our students in the first, sixth, and ninth grades will attain 55% of their grade's learning objectives.

Accomplishment for 1980-81 (Behavioral Objectives)

The CTBS Tests were administered in the fall, 1980 to those teachers/students who were initial participants. Due to a lack of real committment on the part of some of the initial participants, a decision was made to shift the project to allow teachers who desired to participate to do so and to allow those who did not desire to participate to do so. This resulted in some of the initial CTBS achievement data being inappropriate for the grade levels involved. The shift in participants was a positive move for the project but will result in a necessary shift of the evaluation design to use spring, 1981 data as pre-test data and a revision of the testing schedule for

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1981-82 to include pre and post testing. The Evaluation Activities section of this report covers the baseline data and revised testing schedule.

The initial inservice of teachers, aides and project staff was not accomplished until November/December, 1980. With CAT posttesting in April, 1981, this left little time for student changes in achievement to take place. The revised testing program will result in more valid data to document program achievements.

The criterion-referenced basic skills testing program was not initiated during the first year of the program. These results will be reviewed and reported in subsequent years.

C. Product Objectives for 1980-81

1. To produce a yearly document including complete information compiled from both internal and external evaluation procedures and make the document available to the Commissioner.

2. To produce an article for the Bureau of Indian Affairs School Newsletter twice a year on our Basic Skills Program.

3. To produce a yearly report on the Basic Skills Program for the Navajo Division of Education for dissemination to schools serving Navajo youth.

4. To prepare two articles per year for various educational journals on various aspects of the Basic Skills Program e.g. basic skills program development, curriculum development, staff development, etc.

5. To make two presentations per year at relevant conferences on our Basic Skills Program, e.g. State Basic Skills Conference, Native American Bilingual Education Conference, etc.

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Accomplishment for 1980-81 (Product Objectives)

This report will serve as a documentary of project activities for 1980-81. The report will be sent to appropriate local, state and national persons.

Articles produced for various agencies and publications, both local and national, are included in the appendices of this report.

Project staff made one national presentation regarding the project. The presentation was in Albuquerque, New Mexico, where project staff made a presentation regarding the project to those attending the National Indian Child Conference. A project-developed slide presentation was made with appropriate narration and discussion. The responses of those present was very positive.

In addition to developing the filmstrip which provides an overview of the project, the project also developed a pilot tape recording to be used with K-1 students in learning basic math facts and promoting a positive attitude toward school. This tape has been well received by students, teachers, and others who have heard it. It features native American drum music coordinated with an action-worded song for students to participate in as they review math facts. This tape was made by Mark Sorenson in conjunction with local traditional singers.

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California Achievement Test (CAT) Findings

The California Achievement Test (CAT) was administered in April of 1981 to Rough Rock students in grades 1-8. The evaluator has extracted the available reading, language, and math subtest results for each of the current target grade levels. These results are presented below in Table 1, using grade equivalent scores. (The reader should keep in mind that for an April testing date, a first grade student would have to score at 1.7, and fourth grader at 4.7 and a ninth grader at 9.7 to be at grade level on the CAT.)

Findings:

Table 1 reveals that as a group, only first graders for "math computation" score at grade level with a 1.7 G.E. Although all areas indicate Basic Skills needs, the reading and language scores are generally lower than math scores and students in the 5th, 6th, and 9th grade score 2 1/2 to 5 school years below grade level as a group in reading and language skills.

Encouraging are the math results for grade nine students which reflect student performance 1 to 2 school years below grade level for "math computations" and for "total math".

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Table 1

Rough Rock Spring/1981 CAT Results - By Grade Equivalents for Reading, Language, and Math

(Only 1980-81 Target Grade Levels Included)

Target Grade (Sample Size)	READING			LANGUAGE				MATHEMATICS		
	VOC.	COMP.	TOTAL READING	SPELL.	MECH.	EXP.	TOTAL LANGUAGE	COMP.	CONC. & APPLIC.	TOTAL MATH.
1st (n = 31)	0.8	1.3	1.1	---	---	1.6	1.6	1.7	1.2	1.3
4th (n = 20)	2.9	2.1	2.5	2.9	3.9	1.9	2.7	4.1	3.0	3.6
5th (n = 35)	2.9	3.2	3.2	3.2	3.6	2.7	3.2	4.0	3.4	3.7
6th (n = 10)	3.9	3.9	4.0	---	---	---	---	---	---	---
9th (n = 45)	4.4	4.5	4.6	4.1	4.2	3.8	4.0	8.4	6.1	7.8

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Table 2 presents a comparison of overall grade level performance on the spring/1979 CTBS (California Test of Basic Skills) test and the more recent spring/1981 CAT tests. Although it became unfeasible to chart individual student gains from 1980 to 1981 due to previously explained factors, the comparison in Table 2 does reflect the past pattern of norm-referenced test results at Rough Rock and also the critical needs that the project has started to address this past year for target grade levels.

Findings:

.Table 2 reveals that although the achievement tests are different, the subtest skill areas tested are basically the same.

.Although the reader should be cautious in drawing any hard conclusions from this comparison, it appears that grade equivalent scores for the recent CAT test are noticeably higher across the board except for ninth grade reading and language.

.The table suggests that student performance on achievement tests may have started to improve over the past two years and that this is a positive sign. However, the results presented here are intended only to provide a general picture of performance in recent years and should not be overemphasized. More rigorous pre/post evaluation is planned for the 1981-82 project year.

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Table 2

Comparison of Rough Rock Spring 1979 CTBS Grade Equivalent Scores
with Rough Rock Spring 1981 CAT Grade Equivalent Scores

(Only Target Grade Levels are Included)

Target Grade	READING			LANGUAGE				MATHEMATICS		
	VOC.	COMP.	TOTAL READING	SPELL.	MECH.	EXP.	TOTAL LANGUAGE	COMP.	CONC. & APPLIC.	TOTAL MATH.
1st CAT '81	0.8	1.3	1.1	---	---	1.6	1.6	1.7	1.2	1.3
1st (CTBS '79)	(DATA NOT AVAILABLE FOR GRADE 1)									
4th CAT '81	2.9	2.1	2.5	2.9	3.9	1.9	2.7	4.1	3.0	3.6
4th (CTBS '79)	(1.9)	(2.1)	---	(2.6)	(2.1)	(1.8)	---	(3.6)	(2.5)	---
5th CAT '81	2.9	3.2	3.2	3.3	3.6	2.7	3.2	4.0	3.4	3.7
5th (CTBS '79)	(2.8)	(2.6)	---	(1.9)	(1.6)	(2.0)	---	(2.4)	(2.5)	---
6th CAT '81	3.9	3.9	4.0	---	---	---	---	---	---	---
6th (CTBS '79)	(3.1)	(2.8)	---	(3.0)	(2.9)	(2.6)	---	(4.2)	(2.5)	---
9th CAT'81	4.4	4.5	4.6	4.1	4.2	3.8	4.0	8.4	6.1	7.8
9th (CTBS '79)	(4.8)	(4.9)	---	(5.2)	(4.3)	(3.3)	---	(6.0)	(6.0)	---

Student Survey Findings

Grades 1-3

The Student Survey for grades 1-3 is composed of thirty (30) questions designed to assess student attitudes about themselves, their teachers, and about school in general. Twenty-four of the questions were stated in a positive manner (i.e. "Does your teacher love you?") and six were stated in a negative manner (i.e. "Are you scared to go to the office at school?"). The pre survey was administered to grade students in the fall of 1980 and the post surveys will be conducted each fall.

Pre survey responses have been summarized on the actual instrument (see next page) and the findings are presented below.

Findings:

.The results for the survey show that in October of 1980, 70% - 89% of the 35 students responded favorably on 16 of the 24 "positive" questions. The eight questions where favorable responses were below 70% were:

-Does your teacher love you?	(57%)
-Are grown-ups at school friendly?	(62%)
-Are other children in your class friendly?	(57%)
-Do you like other children in your class?	(69%)
-Do other people at school really care about you?	(64%)
-Do classmates listen to what you say?	(51%)
-Do you like to learn about other people?	(51%)
-Do you get excited about going to school?	(62%)

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ROUGH ROCK BASIC SKILLS PROJECT
Student Survey
Grades 1-3

A smiley face means the student would answer "yes" or agree with the question. A frowning face indicated the student would answer "no" or disagree with the question.

Summary of "Agree or Yes" responses by percent (n = 35)

83%	1.	Is your teacher interested in the things you do at home?
57%	2.	Does your teacher love you?
77%	3.	Do you like being at school?
62%	4.	Are the grown-ups at school friendly toward the children?
76%	5.	Do you like to read in school?
57%	6.	Are the other children in your class friendly toward you?
49%	*7.	Are you scared to go to the office at school?
83%	8.	Is school fun?
77%	9.	Does your teacher like to help you with your work when you need help?
64%	*10.	Do you usually do what other children waht to do instead of what you want to do?
69%	11.	Do you like the other children in your class?
69%	*12.	Would you like to be somewhere other than school right now?
64%	13.	Do other people at school really care about you?
40%	*14.	Do you feel lonely at school?
63%	15.	Do your classmates listen to what you say?
51%	16.	Do you like to learn about other people?
54%	*17.	Do you wish you could stay home from school a lot?
50%	*18.	Is school boring?
71%	19.	Are there a lot of things to do at school?
70%	20.	Do nice things happen at your school every year?
62%	21.	Do you get excited about going to school?
80%	22.	Do you want to do your best in school?
79%	23.	Do you want to make new friends?
77%	24.	Do you want to learn more about what your tribe has done in the past?
71%	25.	Do you like to learn new things?
80%	26.	Do you want to learn to read better?
80%	27.	Do you want to get to school on time?

(over)

.With regard to the six (6) "negative" questions on the survey, a significant percentage of students answered unfavorably, and there appears to be a number of areas here where administrative follow-up would be advisable.

-Scared to go to the office at school	(49%)
-Do what others want instead of what you want	(64%)
-Would rather be somewhere other than school	(69%)
-Feel lonely at school	(40%)
-Wish you could stay home from school a lot	(54%)
-School is boring	(50%)

.Overall, over 3/4 of the students surveyed in grade 1 appear to feel positive about learning, school, and friends, but noted above are a number of areas where improvements will hopefully show up after the October 1981 post survey is conducted.

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Student Surveys (Continued)

High School - Grades 9-12

The student surveys for high school were composed of 55 statements designed to reveal student attitudes about themselves, their friends, family, heritage, and shool. Thirty-four statements were presented in a positive manner and twenty-one in a negative manner. The pre-survey was administered in the fall of 1980 to grade 9 students. Post surveys will be administered each fall. Pre-survey responses have been summarized on the actual instrument (see next page) and the findings are presented below.

Findings:

.The results of the secondary student survey reveals that in October of 1980, 70% - 100% of the students responded favorably on 24 of the 34 "positive" statements. The ten statements where favorable responses were below 70% were:

-School work is fairly easy for me	(42%)
-My family respects my ideas	(64%)
-Older kids seem to like me	(53%)
-I feel free to argue with my family	(33%)
-I am a good reader	(39%)
-My family would help me in any kind of trouble	(69%)
-People think I am a good student	(69%)
-I get excited about reading	(47%)
-I think my teachers care for me	(69%)

.With regards to the twenty one (21) "negative" statements on the survey, about 30% indicate they would like to leave home or drop out of school. About 70% claim they often feel upset at school and let other people have their way. Other noteworthy areas where sizeable percentages of high school

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Rough Rock Basic Skills Project
Student Survey
Secondary Level

Please answer the following questions according to whether you agree or disagree with the statement. Place an "X" or " " in the appropriate column under "agree" or "disagree".

Summary of "Agree or Yes" responses by percent.
(n = 35)

42%	1.	School work is fairly easy for me.
74%	2.	I am satisfied to be just what I am.
79%	3.	I ought to get along better with other people.
22%	4.	*People often pick on me.
71%	5.	*I sometimes feel upset while I'm at school.
71%	6.	*I often let other people have their way.
80%	7.	I have as many friends as most people.
31%	8.	*Usually no one pays much attention to me at home.
88%	9.	Getting good grades is pretty important to me.
80%	10.	I can be trusted as much as anyone.
80%	22.	I am well liked by people my own age.
31%	12.	*I would like to leave home.
54%	13.	*I forget most of what I learn.
26%	14.	*I am often not a happy person.
64%	15.	My family respects my ideas.
29%	16.	*I am not a very good student.
53%	17.	Older kids seem to like me.
54%	18.	*I sometimes behave badly at home.
53%	19.	*I often get discouraged in school.
83%	20.	I am usually friendly toward other people.
83%	21.	I am just as well liked as most people.
30%	22.	*I cause trouble in my family.
57%	23.	*I often am not as happy as I would like to be.
17%	24.	*I don't have many friends.
33%	25.	I feel free to argue with my family.
81%	26.	I feel that my family always trusts me.
39%	27.	I am a good reader.
30%	28.	*It is hard for me to make friends.
69%	29.	My family would help me in any kind of trouble.
46%	30.	*I am not doing as well in school as I would like to.

(over)

Student Survey - Secondary Level (Continued)

59%	31.	*I find it hard to talk in front of the class.
59%	32.	*My family often expects too much of me.
47%	33.	*I am not very good in my school work.
38%	34.	*I am not as good a person as I would like to be.
67%	35.	I am an important person to my family.
69%	36.	People think I am a good student.
54%	37.	*I am not very sure of myself.
85%	38.	My family and I have a lot of fun together.
31%	39.	*There are times when I feel like dropping out of school.
84%	40.	I can always take care of myself.
71%	41.	I get excited about going to school.
100%	42.	I want to do my best in school.
97%	43.	I want to make new friends.
79%	44.	I want to learn more about the cultural heritage of my tribe.
100%	45.	I would like to learn new skills.
90%	46.	I want to learn to read better.
87%	47.	I want to learn to develop the cultural skills of my tribe.
93%	48.	I want to do things that will make my family proud of me.
47%	49.	I get excited about reading.
76%	50.	I get excited about learning to do new things.
77%	51.	I get excited about going to school or work after high school.
93%	52.	I have fun at school.
69%	53.	I think my teachers care for me.
97%	54.	I want to be a success in life.
90%	55.	I want to earn the respect of others.

*Negatively stated items

students responded favorably were:

I forget most of what I learn	(54%)
I sometimes behave badly at home	(54%)
I often get discouraged in school	(53%)
I am not doing as well in school as I would like	(46%)
I find it hard to talk in front of the class	(59%)
My family expects too much of me	(59%)
I am not very sure of myself	(54%)

Overall results indicate that most students (roughly 90%) have a positive attitude about learning, school, culture, and friends, but there are many areas of self concept and school performance that will hopefully improve as a result of the project. Post testing will take place in October of 1981.

Staff Inservice Training Effectiveness

The Staff Inservice Training Evaluation instrument was administered to all teachers who attended the inservice training sessions sponsored by the Rough Rock Basic Skills Improvement Project. Major training sessions were offered during the fall/winter by the ECRI (Exemplary Center for Reading Instruction) reading and language arts consultants and the COMP (Conceptually Oriented Mathematics Program) consultants. The staff assessments of these initial trainings were very positive. The results have been summarized and are on file with the Project Director.

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CONCLUSIONS BASED ON FINDINGS

(1) The 1980-81 major Process Objectives outlined in the original proposal have been achieved as a result of hiring qualified and capable project staff, a project evaluator, and via effective staff inservice training conducted by National Diffusion Network consultants (from the ECRI and COMP programs) and through motivational leadership and training furnished by project staff.

(2) The 1980-81 Product Objectives have for the most part been well addressed and achieved as a result of dissemination at two national conferences as well as local dissemination and coordination in the Rough Rock district and community. The project newsletter was extremely well done and has served to make many local parents, state educators and interested agencies serving native Americans aware of project activities.

(3) The 1980-81 Behavioral Objectives have not been achieved as yet due to combination of factors. Staff training and implementation of the project at the target grades did not actually begin until November/December, and some adjustments in participating staff had to be made as well. Furthermore, collection of sufficient 1980 baseline achievement data was not possible because of change of participating staff and the spring/81 CAT results will therefore serve as baseline data for continual measurement of student academic achievement. The criterion-referenced basic skills testing program objective is a very ambitious undertaking. Because of the problems faced in program implementation and staff changes, this objective remains in the planning stages to date.

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(4) Monitoring visits and interviews conducted by the external evaluator confirmed that administration and staff are supportive of the projects initial year of operation. The ECRI (Reading) and COMP (Math) programs being used are providing systematic, better organized, and more coordinated basic skills instructional systems according to staff who are implementing these nationally validated models. Subjective evaluations suggest the project is making a positive impact on teachers, staff and students.

(5) Spring/81 CAT scores at Rough Rock district reflect a historic problem. Scores are extremely low and the mean grade equivalents for middle and upper grades are 3-5 school years below grade level in reading and language. Math scores are relatively higher than reading and language and the math CAT scores for grade nine were encouraging since they appear to be improving significantly from previous years. An informal comparison of spring 1979 CTBS scores vs. spring/1981 CAT scores also suggests that district students are beginning to show positive progress in basic skills. A priority on data collection for 1981-82 will be needed to validate and substantiate any achievement gains attributed to the project.

(6) With regards to student attitudes, over 75% of grade 1 and grade 9 students surveyed have positive attitudes about learning, school, friends, and family. However, survey results have identified many areas where unfavorable student attitudes surfaced. Self concept, school performance, and attitudes of staff towards students are a few areas where survey results indicate that follow up would be adviseable.

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All student survey results will be useful as baseline data for the project.

(7) The Staff Inservice Training Evaluations indicate that the inservice programs have been well received and have served a useful function. Teachers, aides and project staff have all found the ECRI and COMP training to be very helpful in improving basic instructional skills.

(8) In summary, the project has made great impact on the target staff by selecting and providing quality training for classroom teachers. Although proposal expectations for the 1980-81 year were very ambitious, overall results for this initial project year indicate that the project was successful, and has definite potential to serve as a model for helping other native American populations in the future.

VI. RECOMMENDATIONS AND COMMENDATIONS

Recommendations:

The following recommendations are based on discussions with staff and administrators classroom observations during the monitoring visit, and evaluation findings presented in this report:

(1) Consider holding a participating teacher workday where parents are invited to come and help make instructional materials. This is especially critical for those teachers who are implementing the ECRI program.

(2) Sponsor additional aide inservice programs to develop greater understanding of basic instructional techniques and developmental characteristics of students at various grade levels.

(3) Organize, print, and distribute a quarterly newsletter which features the good things participating teachers/administrators/aides are doing as well as neat ideas for teachers. Distribute these to all staff at all three schools. The first one was excellent.

(4) Plan for the inservice program for teachers/aides administrators to be conducted prior to school beginning. This will allow teachers to start in one direction and continue throughout the year.

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(5) Plan separate administrator inservice programs to deal with administrative techniques for implementing the project. Topics should include such things as: (1) overall project orientation, goals and objectives; (2) expected classroom activities of teachers; (3) orientation to instructional materials (K-8); (4) techniques for positive oriented evaluation; (5) developmental characteristics of students; etc. These administrative inservice sessions should be conducted: (1) first one as soon as possible; (2) on a continued basis, according to administrator desire; (3) one should be in the form of a 1-2 day retreat where the in-service can be conducted in the form of a relaxed interaction process where, not only information on a project implementation techniques could be shared but also the cementing of the administrative implementation team could be achieved.

(6) Project administration should ask participating teachers for any evaluation-related information, i.e. number of students achieving mastery of basic math skills, which has been collected. This evaluation information should be compiled for use in the final report and should also be reported in summary form in the project newsletter.

(7) The evaluation design for 1981-82 should be expanded to include the Levels of Concern information and evaluation techniques developed by Gene Hall.

(8) It is strongly recommended that collection of achievement data for 1981-82 be made a project priority.. Fall and spring CAT testing for all target grades is recommended. Statistical evidence of effectiveness is necessary to document project impact.

(9) Project administration should carefully examine the areas of concern highlighted in the student survey findings section of this report to decide what the collective staff can do to improve particular student attitudes.

(10) Project should consider expanding on the basic skills content and culture tape idea. The pilot tape was very impressive.

COMMENDATION

Continuance of the present direction and outstanding effort on the part of all associated with the project can only bring improved student motivation and achievement. Marc Mannes and Mark Sorenson are to be commended for providing dynamic and positive leadership which has stimulated the staff and benefitted this project during its initial year of operation.

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APPENDIX

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NEWSLETTER

THE BASIC SKILLS PROJECT

ROUGH ROCK DEMONSTRATION SCHOOL

Volume One	Number One	March, 1981

Welcome to the Rough Rock Basic Skills Project Newsletter! This is the first a long series of newsletters to document some of the many positive things that are happening in the Basic Skills classrooms.

Our Basic Skills Project has been operating for only 8 months, yet the teachers involved in the Project have found that with supplemental training in teaching reading and math, additional teaching materials, and support from the Project staff, their students have made remarkable progress.

This newsletter gives us a chance to thank all the teachers for the interest, energy, and hard work they have put into the Basic Skills Project. This is also the teachers' chance to thank their students for their hard work, and for the interest they have shown in the Basic Skills this year. Thank you, one and all!

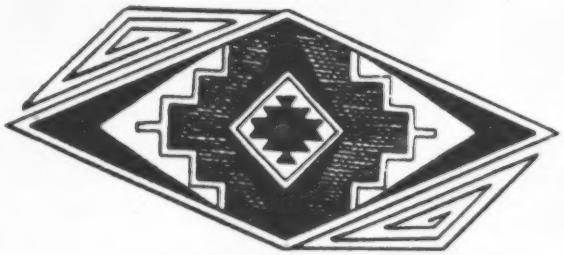
We don't have enough space in one newsletter to recognize everyone individually, so we will spread out our recognition over the next several newsletters.

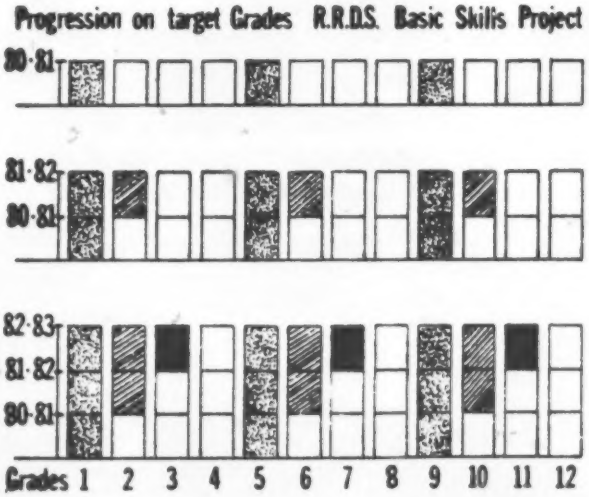
The Basic Skills Project staff is: Mark Sorensen, Project Coordinator; Kathy White, Primary Instructional Assistant; Dorothy D. Yazzie, Intermediate Instructional Assistant; Patricia Denny, High School Instructional Assistant: and Mary Williams, Project Secretary. Marc Mannes, currently Director of Education, functions as the Project Director. All of these people are here to help you improve motivation and achievement of your students in math, reading, writing, and speaking.

If you have any comments or suggestion for future newsletter, please let me know.

Mark Sorensen

Mark Sorensen





WHAT ARE THE BASIC SKILLS?

Some people think that "Basic Skills" means a project for remedial students. That just isn't true. "Basic Skills" means attending to subject areas that are considered to be essential, basic to all other areas of learning. The Basic Skills Project then, is most interested in developing skills in the areas of math, reading, speaking, and writing in all grades, K-12.

The Basic Skills Project at Rough Rock is one of 162 such projects in 41 states. Congress has stated that it expects all of these projects to be "demonstration programs". This means the successes we experience in our Project should benefit other schools and school districts, by showing them ways of effectively improving their teaching in the areas of math, reading, speaking, and writing.

To help us in our efforts to improve student learning in reading, speaking, and writing, we have offered this year, and will continue to offer in following years, teacher training in the ECRI teaching techniques.

ECRI (Exemplary Center for Reading Instruction) is a project that has demonstrated amazing increases in student achievement on the reservation and in other countries. Altho, the ECRI techniques require much training, they can be used with any basal reading series, anthologies, or programmed readers.

To help us in our efforts to improve student achievement in math, we are offering training in the COMP approach. COMP (conceptually Oriented Mathematics Program) is another program that has shown impressive gains in student achievement in other schools. The COMP approach focuses on giving students a broad base in mathematics. It groups children so that they can be taught in small groups in which skills are similar. Like ECRI, COMP can be used with any math text.

Coordinating the ECRI and COMP programs and making them work for this community is the Basic Skills approach at Rough Rock. Our aim is to make students aware of fact that they, the students, hold the responsibility for their own education. The only education they receive that will ever mean anything to them, is the education they decide they want to have and call their own. Too often the recognition that students receive in school has to do only with sports, beauty contests, or popularity contests. Too often students view academics as something "adults" want them to do. They don't see a connection between the recognition they want in their lives and what they are doing in their studies in school.

The Rough Rock Basic Skills Project emphasizes this approach:

* Being positive ourselves with fellow teachers and students.

* Giving students positive recognition for the work they do in the Basic Skills-recognition that brings them respect.

* Repeatedly showing students ways in which their academic learning impacts on what they want to do with their lives.

We believe that this approach, together with the well-thought-out programs we are using in our teaching, will motivate our students to high achievement and high interest in learning.

The Basic Skills Project in the Classrooms

The year, the Basic Skills Project is focusing primarily on providing training, support, and materials to three grades at Rough Rock: First, fifth, and and ninth. One of the sixth grade teachers and one of the fourth grade teachers are also working with the Project. We are delighted to provide all these teachers and their classes with support and additional training. Whatever successes we are experiencing this year in the Basic Skills we owe to the hard work and enthusiam of these teachers. Each of these teachers has success stories to share and these are some of them:

A First Grade Experience

Emma Lewis, one of the two first grade teachers at Rough Rock, is using both the ECRI and COMP programs in her classroom and is assisted in her teaching by Kathy White, the Basic Skills Instructional Assistant, and by Jesse Caboni, the follow - thru teacher aide. Emma reports that she is seeing very noticeable gains in all areas with her students: "I am so pleased with the Project. Even my class attendence has improved (Emma's class had perfect attendence for 30 days so far this year)." The parents are very impressed with the quality of education and motivation, in her classroom this year, Emma tells us: "Several parents have asked me what I'm doing in my classroom because their children never want to stay home on a school day. One parent told me 'My son doesn't even want to stay home when he has a cold. He never used to be like that. Whatever you're doing, keep up the good work!

In math, Emma reports solid success. "Even the children in our lowest skills group are so eager to learn more and more. They work very hard to be able to move on to additional and subtraction. One parent came to me so surprised that her first grader could already count change so well."

In writing, Emma tells us, the improvement in her class is very noticeable. "I know one of the skills we're accomplished the most on is penmanship. I can see a great improvement in their penmanship. I've used the same techniques in teaching Navajo writing, and the kids are really learning it." The enthusiam that Emma has for the way her students are learning to read is matched only by the enthusiam of the students themselves. "I have always wanted Reading in my class and we were always left out. Now my students are doing just that. It makes me feel so good to listen to them read a sentence and say: I can read! I am so happy about this whole Project. Although this is the first time, first year in this Project, we have done great! And these are the kids who have done great: Dewayne Begay, Selena Chee, Tina Dawes, Stanley Blackwater, Rosemary Claw, Alvina Denetchee, Leland Gray, Diamond Parkhurst, Nathaniel Redhorse, Cassandra Tah, Tasha Yellowhair, Pearlena Hatathlie Forrest Randall, Terry Spencer, and Carmelita Yazzie.

The Sixth Grade Reading Experience

We are very fortunate to have Ruth Glassco as the Reading teacher at the Middle School. Ruth is the teacher of the regular reading classes for 6th, 7th, and 8th grade at Rough Rock, and in her teaching she applies several of the techniques she acquired in the ECRI training earlier this year. Assisting her in the application of these techniques in the 6th grade is Dorothy D. Yazzie the Basic Skills Instructional Assistant.

Ruth reports that she feels very good about the progress she is seeing in basic skills in her classrooms. "especially the

students's vocabulary which has increased and improved. Moving at their own speed." She reports, "I've noticed the grades they have earned on tests in my class have jumped from "D" (or barely passing) all the way up to "B". The following 6th grade reading students have steadily improved several grade levels this term:" Abel Benally, Alphonso Begay, Denise Claw, Charlene Kayonnie.

We congratulate these students and their teacher, Ruth Glassco for their fine achievement. When asked what the Basic Skills Project provides that she values the most. Ruth named, "the positive support provided by the Basic Skills staff, the high-interest extra reading material provide by the project, and the project's emphasis on positive attitude and high expectations in students." We hope to provide this kind of assistance to all teachers who work with the project.

A HIGH SCHOOL LANGUAGE ARTS EXPERIENCE:

Eleanor Velarde is one of two Language Arts teachers at the high school and we are delighted to have such a dedicated, capable teacher working with the project. Eleanor teaches several different types of students at all grade levels at the high school. She is concentrating her Basic Skills approach this year in two Basic English I courses and her teaching is assisted in these classes by Patricia Denny, the Basic Skills Instructional Assistant. Eleanor and Pat (along with several other teachers concerned with teaching reading, writing, and spelling) participated in the intensive ECRI training provided in January through our project, and they are utilizing the techniques in these two classes .

Asked if she feels good about the progress she is seeing in the Basic Skills in her classroom this year, Eleanor responds, "YES! For the first time, since I have been teaching at RRCHS, I feel that I have a successful method to reach the remedial students who I face daily! Their responses confirm my feelings." There are many examples of successes in these classes, as Eleanor points out: "The students have become accustomed to (and feel comfortable with) oral responses; they are no longer "afraid/ashamed" to speak out. I enjoy being able to reinforce them with positive comments for their behavior. The oral responding and my modeling of positive commenting has led one painfully shy student to interact with his classmates (he had never done this before in my classroom). The way he chose to interact was by following my example and giving his classmates positive reinforcement. This (previously) painfully shy student is now speaking up and out in the classroom to the extent that he is teaching the lessons along with me and getting much enjoyment from his own participation."

Congratulations to Eleanor and that student for that success! It is an excellent example of a student beginning to take responsibility for his own education in the classroom.

On the ECRI techniques, Eleanor comments: "The ECRI method has received some praise and some criticism from various staff members at RRDS. Most of the criticism (to my knowledge) centers around the drill-rote method (used in teacher-training and expected from the students). I am sure there are ways that inventive and caring teachers can extract from the method the positive aspects that are applicable to our second language learners."

65 WAYS TO SAY "GOOD FOR YOU"

Everyone knows that a little praise goes a long way in any classroom. But a "little praise" really needs to be something more than the same few phrases repeated over and over ad nauseum. Your students need more than the traditional "Good" "Very good" and "Fine"... if encouragement is in the cards. Here are some additional possibilities (given to us with the kind permission of ECRI):

That's really nice.
Wow!
I like the way you're working.
Everyone's working so hard.
Much better.
It's a pleasure to teach when you work like this.
What neat work.
This kind of work pleases me very much.
That's right! Good for you.
I bet your Mom and Dad would be proud to see the job you did on this.
Thank you for (sitting down being quiet, getting right to work, etc.)
Right on.
Sharp!
I like the way Tom is working.
My goodness, how impressive!
That's "A" work.
Mary is waiting quietly.
Ann is paying attention.
That's clever.
Very interesting.
That's an interesting way of looking at it.
That's the right answer.
Exactly right.
Superior work.
That's a very good observation.
That's an interesting point of view.
You've got it now.
Nice going.
You make it look easy.
I like the way Bill (the class) has settled down.
Sherrie is really going to town.
Thank you very much.
That's great.
Keep up the good work.
That's quite an improvement.
Keep it up.
Good job.
Excellent work.
You really outdid yourself today.
Congratulations. You had__ right.
Beautiful.
Terrific.
I'm very proud of the way you worked today.
I appreciate your help.
Very good. Why don't you show the class?
Marvelous.
Groovy.
For sure.
That looks like it's going to be a great report.
You're on the right track now.
John is in line.
Dickie got right down to work.
It looks like you put a lot of work into this.
Very creative.
Good thinking.
Now you've figured it out.
Clifford has it.
Now you've got the hang of it.
Super.
That's a good point.
That certainly is one way of looking at it.
Thank you for raising your hand, Charles. What is it?
Out of sight.
Far out.
That's coming along nicely.

And from a creative writing exercise in Afton Sells's first grade class we have these short stories:

"My lucky number is 16
She is tall
She drinks milk
My lucky number can grow flowers"

-Lorna Benally

"This is my story
My lucky number is 9
She is talking
My lucky number can talk on the telephone"

-Jackie

"My lucky number is 14
number 14 can drive
It can go to town
My lucky number can put on her clothes
It can catch fish
It can go home by herself"

-Andy Bia

"My lucky number is 13
Number 13 can talk
It can eat vegetables"

"My lucky number is 10
Ten is a cowboy
It rides a horse"

-Marco Sells

Marco Sells

As important as the ECRI and COMP training are to our success, we know the problems of education on the reservation are special, and will require special approaches. Our Project seeks to encourage and support our teachers and students as they develop ideas that will work for us and for other Native American students in similar settings.

The Basic English students Eleanor and Pat are teaching this year are involved in a creative writing experience that grew out of cooperation and mutual support between Eleanor and the Basic Skills Project. "Although we as yet have no finished product to show," reports Eleanor," in the process are 'books' which my 9-12th grade students are writing as enrichment readers' for the 1st grades. My students are gaining a sense of pride and satisfaction that some thing they are writing can be useful and appreciated. Most of them are accompany the text. The 1st grade anxiously awaiting the reading materials."

We would like to recognize the following Basic English I students for their hard work and improvement this year in that class: Linda Begay, Julia Slim, Lorenzo Team, Regan Wheeler, Vera Yazzie, Berdina Yellowhair, Lorretta Bradley, Kado Charley, Jerry John, Teddy McCurtain, Lorencita Sarracino, and Elouise Yellowhair.

Keep up the good work!

LET'S GET OUR STUDENTS TO EXCELL IN GEOMETRY!

Because of the interest of the Basic Skills Project in math, the Project Coordinator, Mark Sorensen, and Jean Mitchell, high school math teacher, are working with ASU reseachers to make Rough Rock the site of a proposed National Institute of Education study. This should help us create a truly exceptional course in geometry next year. We hope that this proposal will be funded by NIE, because it would expose our more advanced high school math students to a high-powered combination of University resources and Rough Rock teachers who will help them in their later academic pursuits.

Contact Mark Sorensen if you would like to know more about this study.

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The contents of this publication do not necessarily reflect the views or policies of the Department of Education nor does mention of trade names, commercial products or organizations imply endorsement by the U.S. government or the Rough Rock School Board, Inc.

Rough Rock Basic Skills Project
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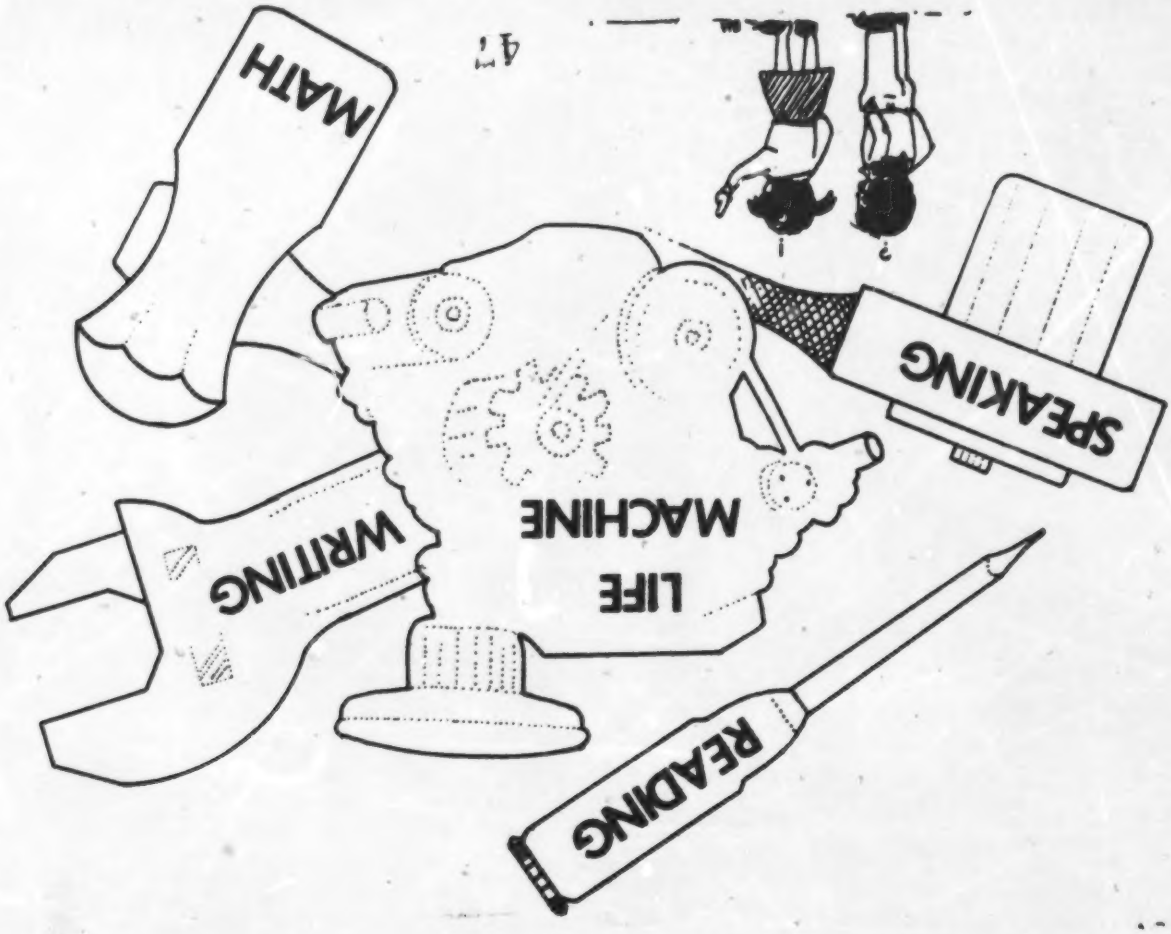
Without the help of the following people, this newsletter would not be possible in its present form. I wish to thank all of you on behalf of the Basic Skills staff.

Bev Njaa - editing
Marc Mannes - editing
Fred Bia - artwork
Mary Williams - typing
Wilbert Begay - typesetting and printing

Finally, let me thank Jimmie C. Begay, the Executive Director and the Rough Rock School Board for their support of this Project.



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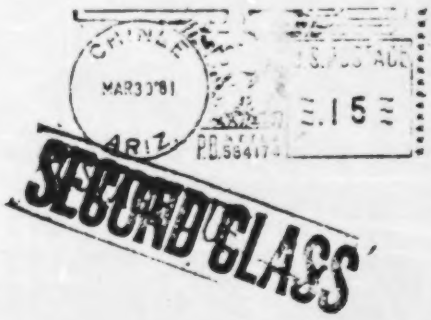

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